

Full Length Research Paper

Undesirable student behaviours encountered by primary school teachers and solution proposals

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The purpose of this study is to determine undesirable behaviours of primary school students, to define the factors leading to these behaviours and to detect the methods applied by teachers for changing these undesirable behaviours. The data of this research were obtained through a survey comprised of two sections developed by the researcher. This survey including three open-ended questions was applied to 355 teachers and the data gathered were assessed using descriptive analysis method. Undesirable student behaviours that teachers encounter in the classroom seem to be talking without asking permission for it, walking around in the classroom without permission, continuously complaining about friends, not acting responsibly in compliance with group activities, talking disrespectfully to the teacher, acting pretending to be the characters in TV series, jealousy in relationship with friends, and having attention deficit. Teachers consider that the reasons for these undesirable behaviours are the fact that parents interfere in education-teaching process, extremely spoil their children, compare their children with their peers, force them to participate in various courses, act as if they were teachers in their relationships with teachers and that there are not adequate playgrounds in school yards, there is vulnerability of safety in schools, there are not adequate fields for activities of sports in schools. It is observed that the primary school teachers who participated in the research use for changing these undesirable behaviours the method of reminding classroom rules, calling the student's name, giving advices, encouraging for apologising, warning through eye contact, changing seats of students, complaining about the student to his/her parents, prohibiting students from having a break, retracing to the source of the problem, visiting the student at home, discussing the problem with the school counselor and ignoring the behaviour.

Key words: Classroom management, undesirable behaviours, primary school, peer group, parents.

INTRODUCTION

Classrooms are places where students feel safe, acquire new knowledge, know they are valued members of a community, and where learning is optimized (Evertson et al., 2003; National Research Council, 2000; Wang et al.,

1994). Terzi (2002) describes the classroom as a functional part of the education system where qualified man power is trained. According to Okutan (2006) in classrooms where learning is optimised and which play

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role in the training of qualified man power, the interaction between teachers and students are significant.

It is known that in classrooms with low level of interaction emerge various undesirable behaviours.

Classroom is a place where students gather for learning. It is a vital skill for teachers to create a safe and decent environment in the classroom. This skill of teachers provides a learning environment for students that they may benefit in the best way. In terms of classroom management, the physical organisation of the classroom and the method of teaching are important in creating an effective learning-teaching environment. In addition, management of student behaviours, particularly undesirable ones, is an arduous issue for teachers (Atıcı, 2001). Teachers management feature is also effective in solving problems (Teyfur, 2011).

Coping with undesirable student behaviours in the classroom is one of the essential requirements for creating an effective teaching and learning environment (Kazu, 2007). Undesirable behaviours in classroom are classified in terms of their results as detrimental to academic activities, social relationships, physical equipment and environment (Öztürk; 2002, Çelik; 2002). A good management of classroom depends on the positive communication and interaction to be built by the teacher with the students.

Undesirable behaviours are one of the most important problems of teachers (Van and Wheby 2000). It is the responsibility of teachers to find new strategies for solving these problems (Kellam et al., 1994). Research demonstrate that students with undesirable behaviours continue these behaviours in various forms from the first grade to the end of secondary school (Sutherland, 2000). On the word of most teachers, students with problematic behaviours act detrimentally to the teacher's authority and the order of the classroom when they feel angry, bored or aggressive (Long and Morse, 1996). The teacher must use different methods for students against this kind of behaviours (Acker et al., 1996).

There are several definitions about classroom management. The common properties of these definitions form the framework of the classroom management. Upon these definitions, it may be claimed that classroom management is composed of some subtopics. Accordingly, undesirable behaviours is a subtopic of classroom management (Şişman, 1999; Özsoy, 2003; Başar, 2005; Saritaş, 2000; Çelik, 2002; Karip, 2003). The prevention of problematic behaviours is related to discipline. Effective discipline methods are very important in achieving academic success and a safe learning environment (Luiselli et al., 2005). Problematic behaviours may occur throughout the life. The important thing is that both the parents and the school know how to solve these problematic behaviours.

Ensuring discipline in school is one of the most important problems of educators. Because of complicated

social relationships, it may be said that parents also focus on this issue. Besides, this topic is often discussed even in mass media. Undesirable behaviours is one of the topics of complaint of everyone no matter they have children at school or not. The number of stimuli affecting learning of students increase every day. Classroom is a social structure where a lot of characters exist, and in this structure several problems may occur under the effect of these negative stimuli. These problems may lead to unfavorable results in terms of both teachers and students. In order to cope with these behaviours, it is necessary to search for the required problem solving behaviours of teachers.

Students with undesirable behaviours need to know what exactly is expected from them and to be frequently reminded of these expectations (Nelson et al., 1998). These students are believed that they may reduce possible problems they may have when they are trained and find this training attractive.

Successful classroom management involves not only finding effective solutions when problems occur but also preventing frequently viewed problems before they emerge. In order to make the most effective decisions in classroom management, the teacher should clearly determine his/her goals and the desired target, and make his/her decisions depending on them.

Defining undesirable behaviours in the classroom correctly and clearly is vital for changing and finally extinguishing these behaviours with appropriate strategies (Aydın; 2000). There are several management strategies for teaching proper behaviour (Algozzine and Kay, 2002; Johns and Carr, 1995; Walker et al., 1995). It is believed that when these strategies are applied, undesirable behaviours will diminish or completely disappear. In this context, which strategies are used by teachers for diminishing problematic behaviours and what kind of results they achieve must be searched. Teachers who apply effective classroom management strategies for students may be claimed to be more successful in solving discipline problems of their students. According to Ağaoğlu (2002), management of student behaviours requires constant attention of teacher within the framework of classroom management.

Classroom management strategies of teachers have a significant place in a healthy learning-teaching process, academic development of children, improving their social success and gaining life skills of children.

Classroom management strategies

The most important part of determining a strategy is the quality of the negative behaviour (Öztürk, 2002). Choices of strategies against undesirable behaviours differ according to the type of the act, its severity, how it influences others, its objectives and possible results

(Başar, 2003). Strategies to be used against undesirable behaviours may be applied through various behaviours or manners (Celep, 2004, Türnüklü and Yıldız, 2002). The following strategies may be applied for the purpose of displacing undesirable student behaviours with desirable ones and correcting them: understanding the problem, ignoring, warning, making changes during the lesson, giving responsibilities, talking to the student, communicating with the school management, communicating with parents and punishing (Başar, 2003). Baloğlu (2001) makes a list of methods applied by teachers against undesirable behaviours: ignoring trivial mistakes, eye contact, approaching, warning, reprimanding, changing seat, making a wisecrack, making a break, talking, making deprived of rights and privileges, detention, refusing requests, communicating to parents, making an agreement, non-physical punishments. It is quite hard to say that these strategies suggested upon several studies will have similar results in all students. Thus, new strategies should be searched as the student group studied changes.

Traynor (2002) and Saritaş (2006) state that teachers use compelling, free, job-oriented, authoritarian and essential strategies against undesirable behaviours. Farmer et al. (2006) propose that teachers use several methods in preventing undesirable behaviours of students or extinguishing this kind of behaviours. These are greeting the students, expectations about behaviours, adaptation in education for the target and success, proximity control, group requirements, communication with students, tone of voice, directing at group level and individual direction.

Even they differ from one society to another, undesirable student behaviours have always occurred in all education processes. Although the qualities of these behaviours are different, it may be claimed that some of them are constant and others are periodic. The first body where undesirable behaviours are observed is the family. Primary school follows the family. Recently, significant structural changes have been made in Turkey. One of these structural changes is that the age for starting school has been changed and the duration of the primary school has been reduced to be 4 years.

Psychological, emotional and cognitive development of children at primary school age is important in both social and individual terms. It is believed that it is significant to determine what kind of undesirable behaviours the children at this age have. It is known that undesirable behaviours which start at this age influence all education life of the students.

School age is the time where the child gets out of home, open to the outer world and participate in social environment (Yörükoğlu, 1978). Starting school is one of the most important events in a child's life. The first institution where the student receives a systematic education after the family is the primary school. What

kind of undesirable behaviours students develop at primary school and which strategies are applied by teachers to change them constitute an important problem field.

This research was done to determine undesirable student behaviours encountered in the classroom by primary school teachers, and to detect their solution proposals for these undesirable behaviours. In the axis of this problem, answers for the following questions were sought:

1. Which undesirable behaviours do your students have?
2. What are the sources of these behaviours?
3. Which strategies do you use in solving the problem of undesirable behaviours?

METHOD

Universe and Sampling

The universe for research is composed of primary school teachers acting in state primary schools in İzmir in 2013-2014 school year. According to the statistics of the Directorate of National Education of İzmir, the number of the primary school teachers composing the universe is 6572 in total, being 4692 female and 1880 male. In determination of sampling, stratified sampling pattern was used. In order to determine schools according to the stratified sampling method, opinions of persons working in relevant branches of the Directorate of National Education of İzmir were asked. At the end of the discussions, schools covered by the sampling were determined according to their low, medium and high socio-economic level. Schools with medium socio-economic level were considered to have adequate representative properties for the study.

Sampling size was calculated with $n = Nt^2pq/d^2$ ($N-1$) + t^2pq formula (Baş, 2008), and in 95% confidence interval depending on the assumption that the research hypothesis $d: 0.05$; $t: 1.96$ will be realised under any condition with equal probability and assuming that both p and q values are 0.5, it was calculated that $n=363$ for $N=6572$. For this purpose the survey was applied to 363 teachers. However, due to inadequacy of data in some responses and questions left blank, 355 surveys in total were included in the research.

Gender distribution of the teachers participating in the study: 60% (213) female, 40% (142) male. The experience distribution of teachers: 16.90% (60): 1-5 years, 21.12% (75): 6-10 years, 23.09% (82): 11-15 years and 38.87% (138): 16 years and more. Education backgrounds of teachers participating in the study are: 17, 75% (63) master, 82.25% (292) BA degree. The fact that significant rate of teachers have master degree can be interpreted as the opportunities provided by İzmir.

Data gathering tool

A survey comprising open-ended questions developed by the researcher was used in the research in order to gather data. In the first stage of survey development process, the problem of the research was defined. Under this scope, the problem of the research is "what are the undesirable behaviours encountered by primary school teachers and their solution proposals?" In the second stage, sub-problems were written down depending on the

problem. In the third stage, expert opinion was asked in order to determine whether the detected sub-problems were comprehensive for the solution of the problem and whether the open-ended questions prepared for the survey had an interdependent logic pattern. Based on the expert opinion, it was decided to ask three questions to the teacher to measure undesirable behaviours. These questions were which undesirable behaviours they encounter at their students, what are the sources of these behaviours and which strategies they use to solve undesirable behaviours. The form of the survey was composed of two sections. The first section of the survey was for determination of demographical properties (sex, professional seniority, educational background) of teachers while the second section was for measuring undesirable behaviours.

For the purpose of determining the validity of the survey, opinions of 4 experts were asked and the survey was put into final form based on their views. The preliminary application of the survey was performed with 48 teachers. According to Aiken (1997), preliminary application of this kind of surveys may be carried out with a group representing approximately 5% of the determined sampling size. In this context, feedback was received after this preliminary application confirming that the questions were understandable and complementary.

Reliability of the research

After the application of the survey, interview master keys and interview inventories were read individually by the researchers and required arrangements were made after discussions on issues of "agreement" and "disagreement." The formula of reliability suggested by Miles and Huberman (1994) was used for calculating the reliability of the research.

$$R(\text{Reliability}) = \frac{Na(\text{Agreement})}{Na(\text{Agreement}) + Nd(\text{Disagreement})}$$

The reliability was calculated to be 92% for the first question, 100% for the second and 96% for the third. A research with a reliability of more than 70% is considered to be reliable (Miles and Huberman, 1994). This result obtained upon the calculation was considered reliable for the research.

Analysis of the data

In the analysis of the data gathered in the research, descriptive analysis was used under the scope of qualitative research techniques. The objective of descriptive analysis is to make the raw data understandable and usable for the reader. In descriptive analysis, the data obtained is summarised and interpreted in accordance with previously determined themes. In this method, direct quotations are frequently used in order to reflect striking views of the individuals interviewed or observed (Altunışık and Şimşek, 2001; Yıldırım and Şimşek, 2005). In the analysis of the data, some of the sentences summarising the essential view of teachers' statements have been given in quotations without being paraphrased. Primary school teachers whose views have been directly given are symbolised with T1, T2, T3...

FINDINGS

The first sub-problem of the research is for determining

undesirable behaviours encountered by primary school teachers. Findings related to this sub-problem have been hindering behaviours of students during the lecture, behaviours stemming from not fulfilling their responsibilities, behaviours stemming from their relationships with their friends and behaviours non-compliant with social expectations.

As can be seen in the table 1, 20,84% (74) of the teachers stated that students talked without asking permission, 13,80% (49) said they walked around in the classroom without permission, 12,39% (44) said they constantly complained about their friends, 12,11% (43) said they did not act responsibly in compliance with group activities, 7,88% (28) said they talked disrespectfully to the teacher, 7,32% (26) said they acted pretending to be the characters in TV series, 5,63% (20) said they had jealousy in relationship with friends, 5,07% (18) said they had rude and disrespectful behaviours, 4,50% (16) said they distracted other students and prevented their study, 4,22% (15) said they exchanged course materials, 3,94% (14) said they had attention deficit and 2,25% (8) said they tried to play games with devices such as mobile phones.

The followings are views of some teachers related to the issue:

T27 "I usually see that it is hard to sustain the students' attention for a long time. While lecturing or during activities, they start to be distracted after 20 minutes."

T5 "They conflict with their friends, they violate the rules."

T150 "I have been a teacher for 25 years, I see that students complain about everything increasingly day by day."

T65 "There is lack of respect and love."

T88 "I get upset when I hear the abusive language they use."

T340 "Children behave increasingly similar to behaviours presented on TV and Internet. I am concerned about it. I believe I'm losing my influence in the classroom."

Teachers who participated in the research believe that students have several undesirable behaviours stemming from not fulfilling their responsibilities. 24,78% (88) of teachers stated that students were late for the course, 20,84% (74) said they were reluctant to go to school, 18,30% (65) said they did not bring course materials with them, 10,42% (37) said they forgot their books and/or notebooks, 10,14% (36) said they did not do their homework, 9,01% (32) said they had a lot of and dispersed fields of interest and 6,47% (23) said they attend the course without any preliminary work.

T201 "I get very tired while trying to rivet students' attention in the morning."

T173 "Since students attend several courses they both get tired and are usually late for school and lessons."

Table 1. The undesired behaviors encountered by classroom teachers.

| Behaviors preventing lesson covering | | F | % |
|--|--|-----|-------|
| Undesired behaviors arising out of failure to fulfill their responsibilities | Talking without taking permission | 74 | 20.84 |
| | Wandering around without permission | 49 | 13.80 |
| | Complaining his/her friends constantly | 44 | 12.39 |
| | Failure to demonstrate responsible conducts as per group | 43 | 12.11 |
| | Talking in non-respectfully with his/her teacher | 28 | 7.88 |
| | Behaving like tv serials figures | 26 | 7.32 |
| | Demonstrate jealous manner in his/her affairs with his/her friends | 20 | 5.63 |
| | Demonstrate rude and non-respectful behavior | 18 | 5.07 |
| | Distract other students' attention and prevent their works, | 16 | 4.50 |
| | Exchange course material | 15 | 4.22 |
| | Displaying lack of attention | 14 | 3.94 |
| | Playing with devices such as phone | 8 | 2.25 |
| | | 355 | 100 |
| Undesired Behaviors arising out of Failure to Fulfill their responsibilities | Coming late | 88 | 24.78 |
| | Reluctant to come to school | 74 | 20.84 |
| | Not bringing course materials | 65 | 18.30 |
| | Forgetting books | 37 | 10.42 |
| | Not doing the assigned homework | 36 | 10.14 |
| | Too much and distracted field of interest | 32 | 9.01 |
| | Not prepared for lesson | 23 | 6.47 |
| | | 355 | 100 |
| Undesired behaviors in his/her affairs with his/her friends | Quickly taking offense at their friends | 77 | 21.69 |
| | Making fun of their friends | 68 | 19.15 |
| | Trying to be funny | 67 | 18.87 |
| | Displaying adverse attitudes towards their friends of opposite sex | 64 | 18.02 |
| | Giving a nickname to their friends | 45 | 12.67 |
| | Damaging their friends and schools materials | 19 | 5.35 |
| | Displaying offensive and swearing behaviors | 15 | 4.22 |
| | | 355 | 100 |
| Behaviors conflicting with social expectations | Not sensitive towards environment | 188 | 52.95 |
| | Disrespectful to the elderly and arrogant manners | 86 | 24.22 |
| | Telling lies | 65 | 18.30 |
| | Tendency to steal | 16 | 4.50 |
| | | 355 | 100 |

Primary school teachers stated that their students have undesirable behaviours in their relationships with their friends. 21,69% (77) of teachers said students easily got cross with others, 19,15% (68) said they ridiculed their friends, 18,87% (67) said they tried to be funny, 18,02% (64) said they had negative attitudes towards their friends of opposite sex, 12,67% (45) said they nicknamed their friends, 5,35% (19) said they damaged materials of their

friends and the school and 4,22% (15) said they tended to have offending and abusive language.

T310 "I have difficulty in understanding the new generation. They easily and very quickly get resentful."

In terms of behaviours noncompliant with social expectations, 52,95% (188) of the teachers who participated in

Table 2. Causes for undesired behaviors.

| Causes attributable to family | F | % |
|--|----------|----------|
| Interference of parents in teaching/learning process | | |
| Extremely spoiling children | 83 | 23.38 |
| Comparing children with the peers | 61 | 17.18 |
| Not tracking success of students | 50 | 14.08 |
| Forcing children to attend various courses | 50 | 14.08 |
| Failure of families to reinforce at home the positive behaviors gained at school | 35 | 9.85 |
| Parents' acting as if they were teachers in their affairs with teachers | 21 | 5.91 |
| Parents' ceremony based interest in school | 20 | 5.63 |
| Not adequate educational level of family | 19 | 5.35 |
| Adoption of violence by the parents for solving student's problems | 10 | 2.81 |
| Causes attributable to student | | |
| Displaying lack of attention | 103 | 29.01 |
| Displaying lack of self-confidence | 97 | 27.32 |
| Attending more than one course | 63 | 17.74 |
| Not liking teacher | 44 | 12.39 |
| Trying to attract attention | 30 | 8.45 |
| Reluctant to school | 18 | 5.07 |
| Causes attributable to teacher | | |
| Failure to reflect diversity of methods | 105 | 29.57 |
| Careless about start-finish time of lesson | 74 | 20.84 |
| Failure to check the assigned homework | 57 | 16.05 |
| Failure to give feedback for positive aspects of the students | 45 | 12.67 |
| Demonstrating authoritative attitudes | 30 | 8.45 |
| Paying more attention to some students | 25 | 7.04 |
| Acting more sincere to some parents | 19 | 5.35 |
| Causes of physical conditions of school | | |
| Inadequate play fields in school yard | 180 | 50.70 |
| Lack of security at school | 75 | 21.12 |
| No or inadequate sports hall at school | 58 | 16.33 |
| Crowded classrooms | 42 | 11.83 |

the research stated that students were not sensitive about environmental cleanliness, 24,22% (86) said students behave disrespectfully and arrogantly towards elders, 18,30% (65) said they lied and 4,50% (16) said they were inclined to stealing.

T2 "I have difficulty in understanding the negative behaviours of students despite a lot of stimuli related to sensitivity about environment."

The second sub-problem of the research is about the sources of undesirable behaviours of students. Findings regarding this sub-problem have been stated to be reasons stemming from parents, students themselves,

teachers and the physical structure of schools.

As seen in Table 2, 23,38% (83) of teachers who participated in the research stated that parents interfered in education-teaching process, 17,18% (61) said parents extremely spoiled their children, 14,08% (50) said parents compared their children with their peers, 14,08% (50) said parents did not follow students' achievements, 9,85% (35) said parents forced children to participate in various courses, 5,91% (21) said parents did not reinforce at home the positive behaviours that students gained at school, 5,63% (20) said parents acted as if they were teachers in their relationships with teachers and 5,35% (19) said parents were interested in ceremony-oriented school.

Teachers who participated in the research believe that some of the undesirable behaviours stem from students themselves. 29,01% (103) of them said students had attention deficit, 27,32% (97) said they had lack of self-confidence, 17,74% (63) said they students attended multiple courses and 12,39% (44) said they did not like their teachers.

29,57% (105) of teachers said teachers did not reflect the varieties of methods in the lesson, 20,84% (74) said they were careless about entering in or exiting the classroom, 16,05% (57) said they did not check the homework they gave, 12,67% (45) said they did not give feedback about positive properties of students, 8,45% (30) said they were authoritarian, 7,04% (25) said they care more about some students and 5,35% (19) said they were closer to parents of some students than others.

50,70% (180) of teachers who participated in the research stated that there were not adequate playgrounds in school yards, 21,12% (75) said there was vulnerability of safety in schools, 16,33% (58) said there was not any or adequate sports hall in the school, 11,83% (42) said classrooms were overcrowded.

T66 "There are problems stemming from parents. Some of the parents spoil their children. In addition, I believe that some parents do not involve their children in their decision making processes. Since children are not listened to in such families, and since they do not have the right to speak, they know neither how to listen nor how to speak."

T225 "I believe that most of my colleagues do not use different methods that they learnt at university in their lectures."

T101 "I believe that as long as there are internet based games, it will be hard to socialise our students."

T33 "Sometimes, I think that these children do not like anyone other than themselves."

Strategies employed by classroom teachers to handle undesired behaviors

In the third sub-problem of the research, findings are given related to the strategies that teachers use for correcting the undesirable behaviours. It is seen that primary school teachers use the strategies of warning verbally or with body language, punishing, searching for the reason of the behaviour, communicating and behaviour correcting for coping with undesirable behaviours.

As can be seen in Table 3, 48,16% (171) of the teachers who participated in the research use the strategy of reminding classroom rules, 19,51% (70) use shouting student's name, 12,39% (44) use counselling, 10,70% (38) use encouraging for apologising, 9,01% (32) use warning with eye contact strategies which are strategies of warning with verbal and body language.

It is seen that teachers use punishing strategy in

several ways. 26,19% (93) of the teachers stated that, as a punishment, they deprived students of affection, 19,43% (69) said they changed students' seats, 18,02% (64) said they reprimanded students, 9,29% (33) said they complained about students to their parents, 9,01% (32) said they refused to give students the duty they desired, 5,91% (21) said they did not let students to have a break, 5,35% (19) said they told about the situation to the school management, 3,94% (14) said they ignored the behaviour, 2,25% (8) said they excluded the student from activities and 0,56% (2) said they made the students to get out of the classroom.

In the strategy of searching for the reason for the behaviour, teachers seem to be implementing following methods: 44,66% (155) of the teachers stated that they tried to retrace to the source of the negative behaviours of students, 28,73% (102) said they shared the reason for the behaviour with the student, 21,12% (75) said they requested information from the family related to the behaviour and 6,47% (23) said they discussed with school counselor about the problem.

It is observed that teachers who participated in the research had various behaviours in terms of the communication strategy. 55,08% (192) of the teachers said they dealt with their students during breaks, 29,57% (105) stated they said to the students that they were valuable among their friends, 12,11% (43) said they organised school trips, 4,22% (15) said they visited students at home.

Related to behaviour correction strategy. 31,54% (112) of the teachers said they applied the classroom rules, 21,97% (78) said they gave duties and responsibilities, 20,84% (74) said they made an agreement with the student, 12,67% (45) said they made description about the behaviour, 7,04% (25) said they interrupted activity and 5,91% (21) said they used different methods and techniques.

Teachers used the following striking sentences explaining their behaviour correction strategies:

T1 "Throughout my professional life, I have always made the rules with my students. When they have done wrong, I have reminded them of the rules we made together."

T280 "When I get very angry with them, I tell them that I've got cross with them. Then they quickly get better."

T98 "I give responsibilities to the problematic students."

T183 "I meet the parents of problematic students. If the family seems problematic, I understand how difficult to be in the same classroom with that child."

T12 "I believe that some problems must not be exaggerated. I observe that they decline and even disappear when I don't talk about them."

DISCUSSION

Upon the study of literature, it is seen that the majority of

Table 3. Strategies employed by classroom teachers to handle undesired behaviors.

| Strategies | Behavior displayed by teachers | f | % |
|---|--|-----|-------|
| Warning verbally and with body language | Reminding classroom rules | 171 | 48.16 |
| | Shouting with his/her name | 70 | 19.51 |
| | Advising | 44 | 12.39 |
| | Making him/her apologize | 38 | 10.70 |
| | Warning with eye contact | 32 | 9.01 |
| Punishment | Not showing love | 93 | 26.19 |
| | Changing seat | 69 | 19.43 |
| | Scolding | 64 | 18.02 |
| | Complaining to family | 33 | 9.29 |
| | Not assigning task wanted | 32 | 9.01 |
| | Not letting him/her have break | 21 | 5.91 |
| | Sharing with school administration | 19 | 5.35 |
| | Ignoring behavior | 14 | 3.94 |
| | Not involving student in the activity | 8 | 2.25 |
| Searching cause of behavior | Sending out | 2 | 0.56 |
| | Trying to find out the main reasons | 155 | 44.66 |
| | Sharing main reason of behavior with student | 102 | 28.73 |
| | Getting information from family about behavior | 75 | 21.12 |
| Establishing communication | Talking with guide teacher | 23 | 6.47 |
| | Taking care during break time | 192 | 55.08 |
| | Using expressions indicating that he/she is precious among his/her friends | 105 | 29.57 |
| | Organizing classroom trips | 43 | 12.11 |
| Arranging behavior | Visiting student at home | 15 | 4.22 |
| | Applying classroom rules | 112 | 31.54 |
| | Assigning tasks and responsibilities | 78 | 21.97 |
| | Making deal | 74 | 20.84 |
| | Making explanation for behavior | 45 | 12.67 |
| | Giving a break | 25 | 7.04 |
| | Using different methods and techniques | 21 | 5.91 |

the researches focused on the views of teachers about undesirable behaviours of their students within the classroom. It has been found out that there has not been adequate research in the literature dealing with the undesirable student behaviours particularly in the first four years of education, which factors influence these behaviours and which strategies teachers apply to change the undesirable behaviours.

Results obtained through the research have been listed in descending order as of their values in percentage. And other research results supporting them have been also given.

Classroom is a place where there is interaction. In this interaction, it is important what kind of undesirable

behaviours stand out. Undesirable student behaviours that teachers stated most in this research are talking without asking permission for it (Çetin,2013; Tolunay, 2008; Özer,2009), walking around in the classroom without permission (Elban, 2009), continuously complaining about friends (Elban,2009), acting pretending to be the characters in TV series (Çetin, 2013; Şenay, 2011). These findings obtained through the research are similar to the findings of the researchers given in parentheses.

According to the results of the research, it is also seen that students do not act responsibly in compliance with group activities, talk disrespectfully to the teacher, and are jealous in relationship with friends. Especially with the

implementation of constructive education program, the importance of group activities have increased. It can be claimed that as group activities are intensively implemented in education, undesirable behaviours have increased. Results of the research also demonstrated that other problematic behaviours among students are rude and disrespectful behaviours (Elban, 2009), distracting other students and preventing their studies, exchanging course materials, having attention deficit (Çetin, 2013; Yüksel, 2006) and trying to play games with devices such as mobile phones. Upon these results, children have quite complicated undesirable behaviours at the beginning of their educational life.

Upon teachers, students have behaviours stemming from not-fulfilling their responsibilities. These behaviours are easily getting cross with others, ridiculing their friends (Özer, 2009), trying to be funny, having negative attitudes towards their friends of opposite sex, nicknaming their friends (Tolunay, 2008), damaging materials of their friends and of the school and being inclined to have offending and abusive language (Çetin, 2013; Tolunay, 2008, Elban, 2009). Particularly in recent years a fast modification has been observed in family structure. Increase in divorces, increase in the number of single-child families, neighbourhood with very little sharing and weak relationships with relatives may be claimed to cause such behaviours.

According to the teachers who participated in the research, students have behaviours non-compliant with social expectations. These behaviours are being insensitive about environmental cleanliness, behaving disrespectfully and arrogantly towards elders, lying and being inclined to stealing. The study of Karadağ and Öney carried out in 2006 supports the results of our research. Sensitivity about environmental cleanliness is one of the most important desirable behaviours of our age. It is meaningful that teachers are in the opinion that their students have undesirable behaviours in this field.

There is not a magic wand to correct problematic behaviours. There is neither a single reason for undesirable behaviours nor a single response. Mostly they have several reasons which are generally complicated and intertwined. In one sense, undesirable behaviour is a behaviour by which the student leave the teacher in a difficult situation. Emmer et al. (1980) perceive the undesirable behaviour as a behaviour hindering seriously the activities of the student and the teacher for a long time. In this context, undesirable behaviours have several sources. The findings of the research show that the parents, student, teacher and the physical structure of the school are sources of undesirable behaviours.

Primary school teachers who participated in the research believe that parents are an important source of undesirable behaviours of students. These behaviours are interference in education-teaching process, extremely spoiling their children, comparing their children with their

peers, not following students' achievements, act as if they were teachers in their relationships with teachers, being interested in ceremony-oriented school and adopting violence as a method in problem solving. It is claimed that there are a few teachers today who do not have negative relationships with parents. As can be seen in the research results, parents have interfering attitudes about education process rather than assisting in the process.

Teachers participating in the research consider attention deficit and lack of self-confidence as the most important factors stemming from the students themselves.

Research results demonstrate that some of undesirable behaviours stem from teachers. The behaviours of teachers leading to undesirable behaviours are not-reflecting the varieties of methods in the lesson, being careless about entering in or exiting the classroom (Ekinci and Burgaz, 2009), not-checking the homework they give, not-giving feedback about positive properties of students (Ekinci and Burgaz, 2009), being authoritarian, (Atıcı and Çekici, 2009; Ekinci and Burgaz, 2009) caring more about some students and being closer to parents of some students than others.

Teachers believe that inadequate playgrounds in school yards, vulnerability of safety in schools and overcrowded classrooms are reasons stemming from the school. The study of Ekinci and Burgaz carried out in 2009 supports the results of the research. İzmir is the third biggest city of our country and receives migration intensively. Migration may be said to have such results.

Implementation of behaviour changing strategies provides the teacher with directing and guiding solutions for the problems they may encounter. In this context, there are lots of management strategies for teaching the proper behaviour (Algozzine and Kay, 2002; Johns and Carr, 1995; Walker et al., 1995). Below are the implemented strategies listed in descending order in terms of their importance.

Teachers who participated in the research are seen to use reminding classroom rules (Tolunay, 2008; Kılıç-Özmen, 2009), calling student's name (Supaporn, 2000), counselling (Kazu, 2007), encouraging for apologising and warning with eye contact (Özer, 2009) as the strategies of warning with verbal and body language. These results may be interpreted that the teachers under the scope of the research use classroom rules in changing behaviours.

Another strategy used by teachers is punishing. In this context, teachers seem to have various behaviours, which are depriving of affection, changing seats, reprimanding, complaining to parents (Kılıç-Özmen, 2009), refusing to give a desired duty, preventing from having a break, sharing the problem with the school management (Kazu, 2007), excluding the student from activities and making to get out of the classroom. The results of the research show that teachers use psychological punishments more frequently than others. It is believed, in this context, that

psychological punishments may influence the future life of students.

Another behaviour changing strategy used by the teachers in the research is searching the reason for the behaviour. In implementing this strategy teachers seem to retrace to the source of the negative behaviours of students, share the reason for the behaviour with the student, request information from the family related to the behaviour and discuss with school counselor about the problem. The studies of Kahraman (2006), Keleş (2010) and Sipahioğlu (2008) support the results of the research. Retracing to the source of the negative behaviours as a method of problem solving may be interpreted as a modern solution.

The method mostly used by teachers in communication strategy is dealing with their students during breaks. Studies of Tolunay, 2008; Kuzu, 2007; Özer, 2009; Alım et al., 2007 support this finding. Besides, teachers say to the students that they are valuable among their friends, organise school trips and visit students at home for applying the strategy of communicating with the students.

The last strategy for changing behaviour used by teachers is behaviour correction strategy. It has been found out that teachers using this strategy apply the classroom rules, give duties and responsibilities, make agreement with the student, make description about the behaviour, use different methods and techniques and interrupt activities. Studies of Tolunay and Sipahioğlu carried out in 2008 support the results of the research.

Upon all these results, undesirable behaviours seem to be a part of human's nature. How the teacher solves these problem is connected with how he/she perceives the world. The results of the research carried out in İzmir may be interpreted that teachers use more modern methods against undesirable behaviours.

With reference to these results, the following proposals are made: Reasons, sources and solution methods of undesirable behaviours in the classroom may be inquired in multiple cities comparatively. The situation of students who have undesirable behaviours at primary school may be qualitatively studied at secondary school. Similar studies may be carried out in different cities of our country. Both qualitative and quantitative research may be carried out related to undesirable behaviours in the classroom.

Conflict of Interests

The author has not declared any conflicts of interest.

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